

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee Agenda
Tuesday, February 21, 1995
UU 220, 3:00-5:00pm

*1.10 and
1.31.95
minutes
were
removed*

- I. Minutes: Approval of the January 10 and January 31, 1995 Academic Senate Executive Committee minutes (pp. 2-5).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI representatives
 - G. Ron Brown-report on the Academic Senate Chairs' meeting of 2/9/95.
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Committee vacancies: (p. 6).
 - B. Resolution on Promoting Curricular Review: modification of resolution before its second reading on March 7-Executive Committee (p. 7).
 - C. Resolution on Change of Grades: Freberg, chair of the Instruction Committee (pp. 8-11).
 - D. Resolution to Expand Form 109 to Include Diversity-related Activities: Terry, chair of the Personnel Policies Committee (pp. 12-13).
 - E. Resolution to Amend CAM 411 Requirements for Completion of Minor Degree Programs: Clark, chair of the Curriculum Committee (p. 14).
 - F. Resolution on Policy Report on the Use of Electronic Instructional Technologies: Clark, chair of the Curriculum Committee (pp. 15-22).
- VI. Discussion Item(s):

Academic Senate committee restructuring: The committee structure of the Academic Senate (established over 20 years ago) is in need of review and reconsideration. This process is occurring on various campuses and at the system-wide Academic Senate. Should a special task force be formed to develop recommendations for restructuring? If so, how should this group be selected?
- VII. Adjournment:

02/09/95

**ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1994-1995**

ACADEMIC SENATE COMMITTEE VACANCIES

CAGR	Fairness Board
CAED	Constitution & Bylaws Committee Fairness Board (replc for M Berrio) Personnel Policies Committee Status of Women Committee University Professional Leave Committee
CBUS	Library Committee
CENG	Fairness Board (replc K Brown for '94-95 term)
CLA	Constitution & Bylaws Committee (replc A Forster for '94-95)
CSM	Constitution & Bylaws Committee Long-Range Planning Committee Status of Women Committee
PCS	Budget Committee Status of Women Committee

GE&B SUBCOMMITTEES

Area E: Lifelong Understanding and Self-Development	one vacancy
Area F: Technology	one vacancy

IRA

HEALTH SERVICES TASK FORCE

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -94/
RESOLUTION ON
PROMOTING CURRICULAR REVIEW

- WHEREAS, Access to higher education by all qualified people wishing to obtain a college education is being threatened in California for the first time since the end of World War II; and
- WHEREAS, Student progress to timely graduation is an important issue as evidenced by the legislative requirement that each campus of the CSU have in place a plan to guarantee graduation in four years for those students wishing to do so; and
- WHEREAS, Globalization, the euphemism used to explain and justify the profound changes taking place in the working world outside academia, holds the promise of impacting academia in substantial and perhaps equally profound ways; and
- WHEREAS, The severe budget reductions of the past five years have produced substantial increases in the demands on faculty and staff time; and
- WHEREAS, The curriculum is impacted by or impacts all the above; and
- WHEREAS, The greatest impediment to campus wide curricular review is the threat imposed by the possible loss of resources resulting from such review; therefore, be it
- RESOLVED: That the Academic Senate support the policy that the State resources received by a department or college not be reduced as a result of curricular change; and, be it further
- RESOLVED: That there be a reasonable period for this policy to remain in place, and that this time be determined by the deans working with the Vice President for Academic Affairs.
- RESOLVED: That the administration of Cal Poly provide a written statement indicating its commitment to this policy in order to expedite campuswide curricular review and change when needed.

Proposed by the Academic Senate Executive
Committee
January 31, 1995

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -95/
RESOLUTION ON
CHANGE OF GRADES**

- WHEREAS, The current policy for change of grades (AS 384-92), enacted by the Academic Senate in 1992, has met the goals of the original resolution in the vast majority of cases; and
- WHEREAS, Small numbers of exceptions to this policy do occur which require administrative decisions; therefore, be it
- RESOLVED: That the Registrar, acting on behalf of the University and with the support of the Academic Senate, will record grade changes beyond the one year time limit when a documented administrative or university error has occurred, and the Office of Academic Records has received evidence supporting the exception; and, be it further
- RESOLVED: That a subcommittee of three faculty representatives to the Instruction Committee will meet quarterly with the Registrar to review those cases which exceed the time limits of AS 384-92, are not administrative or university error, or are not clearly documented; and, be it further
- RESOLVED: That the faculty subcommittee will prepare a response regarding the case to be communicated to the college and department by the Registrar.

Proposed by the Academic Senate
Instruction Committee
February 10, 1995

Adopted: April 14, 1992

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-384-92/IC
RESOLUTION ON
CHANGE OF GRADE

- WHEREAS, Title 5 of the California Administrative Code, Sections 40104 and 40104.1 authorize the Chancellor and the individual campuses to designate and assign grades for academic work; and
- WHEREAS, CSU Executive Order 320 (dated January 18, 1980) specifically provides mechanisms for faculty and students to ensure that their rights and responsibilities regarding the assignment of grades are properly recognized and protected; and
- WHEREAS, CSU EO 320 authorizes and assigns responsibility for providing policy and procedures for the proper implementation of the aforementioned principles; and
- WHEREAS, According to CSU EO 320, "faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades"; and
- WHEREAS, Such grade assignments are presumed to be correct, and it is the responsibility of anyone appealing an assigned grade to demonstrate otherwise; and
- WHEREAS, Every instructor, when assigning grades, strives for equity to all students, and in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final; and
- WHEREAS, The Academic Senate Fairness Board has been established for the primary purpose of hearing grievances regarding student challenges to grades assigned; and
- WHEREAS, Cal Poly has never developed a policy or procedures as provided for in CSU EO 320; therefore, be it
- RESOLVED: That the university recognize the prerogative of faculty to set standards of performance and to apply these standards to individual students; and be it further

RESOLUTION ON CHANGE OF GRADE
AS- -92/IC

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RESOLVED: That the university will seek to correct injustices to students, while also believing that the instructor's judgement at the time the original grade is assigned is superior to a later reconsideration of an individual case; and be it finally

RESOLVED: That the following policy and procedures be adopted to apply to changes of grade:

POLICY

All course grades are final when filed by the instructor of record in the end-of-term course grade report. A student may request a change of grade under the conditions identified in the following paragraph. Such a request must be made no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade.

A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the student's original performance and discovers an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.

Changes of Authorized Incomplete and Satisfactory Progress symbols will occur as the student completes the required course work, and therefore such action does not normally require a request for a change of grade on the part of the student. Any other request for a change of grade will not be considered after one year from the end of the term during which the grade was awarded.

PROCEDURES

1. Every instructor is required to file assigned grades using the end-of-term course grade report. Each student will be notified by mail of the grades earned during the term, and these grades will become a part of the official record. As these course grades are considered final when filed, any changes in the filed

RESOLUTION ON CHANGE OF GRADE
AS- -92/IC

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grades must follow these procedures.

2. A student may request a change of grade no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Records Office. These forms are available in department offices, and shall not be handled by the student. If the instructor determines that there is not a valid basis for changing the grade, and denies the student's request, that decision is final. The student may then file a petition with the Fairness Board on the basis of capricious or prejudicial treatment by the instructor.
3. In the event a Change of Grade form is completed and signed by the instructor, the form will contain a note identifying the reason for the change.
4. Any change of grade initiated after the end of the seventh (7th) week of the following regular term will be approved only under extraordinary circumstances. Any such request will carry an explanation of such circumstances, and will be signed by the instructor, department head/chair, and the dean before acceptance by the Registrar. "Extraordinary circumstances" shall be defined as, but not limited to, the following conditions and circumstances, and the student shall provide documentation of: (1) personal illness, (2) family emergency, and/or (3) inability to communicate with the instructor prior to the end of the seventh (7th) week following the regular term of instruction.
5. Once a degree is awarded, no grade changes will be made after sixty (60) days from the date the grade report was mailed to the student.

Proposed by the Academic
Senate Instruction Committee
February 25, 1992
Revised April 7, 1992

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -95/
RESOLUTION TO
EXPAND FORM 109 TO INCLUDE
DIVERSITY-RELATED ACTIVITIES**

- WHEREAS, The University is committed to diversity; and
- WHEREAS, Faculty members are encouraged to become more involved in promoting diversity; and
- WHEREAS, Diversity is broadly defined in terms of "differences in age, country of origin, creed, economic background, ethnicity, gender, physical disability, race, and sexual orientation" (Education Equity Commission, 1992); and
- WHEREAS, Diversity-related activities permeate the existing areas of teaching, scholarship and University/community service in which tenure-track faculty are required to show competence; and
- WHEREAS, The Cal Poly Equal Opportunity Advisory Council has proposed that diversity considerations become an integral part of the retention, promotion, and tenure (RPT) process; and
- WHEREAS, The 1993 Academic Senate Diversity Summer Task Force endorsed the Equal Opportunity Advisory Council's proposal;
- WHEREAS, The recognition of diversity-related activities may be considered in any of the four categories of Form 109; therefore, be it
- RESOLVED: That Form 109 be revised so as to include diversity-related activities in category three; and, be it further
- RESOLVED: That faculty members be recognized for the pursuit of diversity-related activities.

Proposed by the Academic Senate Personnel
Policies Committee (6-0-0)
February 2, 1995

FACTORS OF CONSIDERATIONS (EXCERPTS FROM FORM FA109)

- *I. **Teaching Performance and/or Other Professional Performance:** Consider such factors as the faculty member's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of course, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student consultations, and other factors relating to performance as a teacher. (Include results of Student Evaluation Program.)

NO CHANGE

- II. **Professional Growth and Achievement:** Consider such factors as the faculty member's original preparation and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies and publications, professional registration, certification and licensing.

NO CHANGE

- III. **Service to University, ~~Students~~ and Community:** Consider such factors as the faculty member's participation in academic advisement, co-curricular activities, diversity-related activities, placement follow-up, ~~co-curricular activities~~, department, college and university committee and individual assignments, systemwide assignments, and service in community affairs directly related to the faculty member's teaching area, as distinguished from those contributions to more generalized community activities.

- IV. **Other Additional Factors of Consideration:** Consider such factors as the faculty member's ability to relate with colleagues, initiative, cooperativeness, dependability, etc. and any other relevant factors.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -95/
RESOLUTION TO
AMEND CAM 411 REQUIREMENTS FOR
COMPLETION OF MINOR DEGREE PROGRAMS

Background Statement: This resolution amends Campus Administrative Manual (CAM) 411 which prohibits students from using units taken for a minor degree program for courses in the major column of the student's curriculum sheet. This rule was initially introduced in order to prevent students from earning a major and a minor from the same degree program. Several degree programs have, however, included courses from other departments in their major column in an effort to provide students with diversity and flexibility in their curriculum. The results of such changes have disadvantaged some students who have been denied a minor degree despite their completing all requirements for the minor.

The Academic Senate Curriculum Committee believes this has led to a situation of inequity among students which should be redressed.

WHEREAS, The intention of CAM 411 was to prevent students from obtaining major and minor degrees from the same degree program, and

WHEREAS, CAM 411 is currently creating an inequitable situation for students who cannot obtain minor degrees in different degree programs under certain circumstances, therefore, be it

RESOLVED: That CAM 411 be amended as follows:

411. A major and a minor may not be taken in the same discipline degree program. ~~Units taken for completion of the minor may not be counted to satisfy requirements for courses in the "major" column of the student's curriculum sheet.~~

Proposed by the Academic Senate
Curriculum Committee
February 21, 1995

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -94/
RESOLUTION ON
POLICY REPORT ON THE USE OF
ELECTRONIC INSTRUCTIONAL TECHNOLOGIES**

- RESOLVED: That the Academic Senate of Cal Poly endorse the attached "Policy Report on the Use of Electronic Instructional Technologies" drafted by the Academic Senate Curriculum Committee, dated 27 January 1995; and, be it further
- RESOLVED: That the findings and recommendations contained in the attached "Policy Report on the Use of Electronic Instructional Technologies" be forwarded to President Baker and Vice President Koob for review and approval; and, be it further
- RESOLVED: That the findings and recommendations contained in the attached "Policy Report on the Use of Electronic Instructional Technologies" be used as guidelines in implementing electronic instructional technologies at Cal Poly.

Proposed by: Academic Senate Curriculum Committee
Date: 27 January 1995

**Policy Report on the Use of
Electronic Instructional Technologies
Academic Senate Curriculum Committee
27 January 1995**

1. Charge to the committee

In a memorandum dated 3 October 1994, Academic Senate Chairperson Jack Wilson conveyed to the committee the following charge:

"... develop a set of policies on computer and telecommunications mediated learning for Cal Poly. Multi-media instruction and distance learning are the two most familiar modes."

The need for these policies was stated as follows:

"... Since the mode of instruction is part of any course proposal ..., a radical change in instructional mode constitutes a radical change in the course."

We note that the preceding statement implies that computer and telecommunications mediated learning constitute a change in course mode. As a result of its deliberations this quarter, the committee has concluded that this is not the case. This conclusion is reflected in the findings and recommendations presented in the report.

2. Definitions

The following are basic working definitions used in the remainder of the report.

Instructional Mode: One of five modes of course organization, officially designated by the Chancellor of the CSU. The modes are lecture, laboratory, activity, seminar, and supervision.

Computer-Mediated Learning: Any form of instruction in which a computer is used to deliver information.

Multi-Media Instruction: A form of computer-mediated learning in which information is delivered via two or more media, typically involving text, graphics, and human-computer interaction.

Distance Learning: Any form of instruction in which student and instructor are separated and instructional materials are delivered electronically. Distance learning may or may not be computer-mediated and may or may not use multi-media resources.

Electronic Instructional Technology (EIT): The general term used in the remainder of the report to denote any of the above three instructional technologies: computer-mediated, multi-media, or distance learning.

3. The Committee's Mode of Operation

On 20 October 1994, the committee sent a memorandum to all department chairs requesting information, opinions, and suggestions that would assist the committee in preparing its report. A copy of the memorandum is attached.

The committee received twenty responses from faculty and staff involved in the use of electronic instructional technologies. Seven of the respondents presented their views directly

to the committee. The other thirteen of the respondents provided written or oral comments, but chose not to appear in person.

In addition to reviewing local efforts, the committee reviewed articles from the scholarly literature and technical reports on the use and regulation of EIT on other CSU campuses. A bibliography of these articles and reports is attached. The report from CSU Sacramento [3] was particularly useful in the preparation of the guidelines presented in Section 5 below.

4. Major Findings

The following are the major findings of the committee, in order of significance:

- At present, electronic instructional technologies do not constitute an instructional mode, but are rather delivery systems that can be used with any existing mode. The committee recognizes that in future the use of these technologies may prompt the redefinition of current instructional modes. Currently, a CSU-wide Academic Senate task force is studying this and related issues.
- EIT should not be used as the basis for elimination of faculty or programs, or for substantial changes in faculty workload, without the full consent of potentially affected faculty.
- Use of EIT should be voluntary.
- Quality of interaction among faculty and students in EIT courses must be at least comparable to traditional in-person instruction.
- Review and approval of EIT courses should be done at the department level. If concerns arise over the use of EIT in a particular course, the concerns should be addressed by the curriculum committee of the department in which course is to be offered.
- If EIT is to be promoted on a campus-wide basis, it is important that the necessary support be made available to faculty. Such support includes equipment, technical assistance, and release time. Currently, the Cal Poly Instructional Advisory Committee on Computing (IACC) is studying how equipment and technical support could be provided on the Cal Poly campus.
- In interviewing faculty and staff currently involved with EIT, the committee found that:
 - All are extremely enthusiastic about the potential for these new technologies, and all believe that the creative use of EIT significantly enhances the educational experience for student and instructor alike.
 - All believe that electronic communication among students and faculty is an adjunct to but not a replacement for in-person communication.
 - All believe that little or no administrative restrictions should be placed on course development using EIT. "Supportive watchfulness" is the term used by one of the instructors that best characterizes their view of how their courses should be overseen by this committee.

5. Proposed Guidelines

The guidelines proposed here are intended to ensure high quality education at Cal Poly, while not infringing on the academic freedom of faculty to develop new and innovative methods of

instruction. In general, the committee advocates the notion of "supportive watchfulness" with respect to electronic instructional technologies.

5.1 Contact Time

The Western Association of Schools and Colleges (WASC) publishes regional accreditation guidelines used by Cal Poly [5]. These guidelines state: "All programs and courses which are taught by special delivery systems, such as computerized learning, courses by newspaper, television, video or audio tape methods shall provide appropriate time for students to question and discuss academic concepts with faculty"

CSU Sacramento guidelines [3] indicate that a substantial amount of interaction should be retained in courses taught with EIT. Such interaction may be conducted in realtime via two-way video, computer conferencing, network talk, or comparable technologies. Time-delayed interaction may be conducted with electronic mail, voice mail, FAX, or other comparable media.

Through its interviews with practitioners in EIT, the committee has concluded that some portion of the interaction among instructors and students should be in person. The precise proportion of in-person versus electronic contact will vary from course to course. As EIT delivery systems become more sophisticated, an increasing proportion of contact is likely to be electronic. However, the instructors interviewed by the committee were unanimous in the opinion that courses should not be taught with solely electronic contact, now or in the foreseeable future.

5.2 Use of Courses from Off Campus

Off-campus EIT courses currently include the following:

1. Courses offered by other academic institutions and delivered electronically to Cal Poly, and that provide interaction with faculty from the originating institution.
2. Courses offered by other academic institutions and delivered through video packages to Cal Poly, and that provide no interaction with faculty from the originating institution.
3. Courses or multi-media packages purchased commercially for use by Cal Poly instructors.

Regarding categories 1 and 2, all such courses must have Cal Poly academic approval and must be offered by a regionally accredited institution. There must be a cooperative agreement between Cal Poly and the originating institution with regard to resources and revenue sharing. Specific points to address in the agreement include designation of courses on student transcripts, financial aid eligibility, and application of imported EIT courses towards satisfactory academic progress.

Regarding category 3, faculty using commercial courseware or multi-media packages at Cal Poly must adhere to WASC guidelines 4.E.2: "Full-time faculty are involved in the planning, delivery and evaluation of these programs [computerized learning, courses by newspaper, television, video or audio tape methods]."

5.3 Transmittal of Cal Poly Courses Off Campus

Current instructional designations shall be applied to Cal Poly courses transmitted off campus and shall determine instructor workloads in WTUs. If enrollment in a transmitted course exceeds accepted faculty workload, faculty may request assigned time or, alternatively, assistance in grading and/or teaching the course.

Individual faculty control over transmitted courses shall be ensured, especially with regard to copyright over instructional material. The committee recommends that the Academic Senate refer this issue to the Office of the President for legal advice.

For courses transmitted off the Cal Poly campus, the university must ensure a basic level of services for all students receiving the transmissions. According to California Code of Regulations, Title 5, Section 41707: "Each campus shall maintain an adequate staff to provide student personnel services to include counseling and testing, activities and housing, health services, placement, and admissions."

Further, the CSU Student Support Services Master Plan, adopted June 1989, sets guidelines for comprehensive student services to ensure that "the services meet the needs of contemporary and future CSU students and are tailored to the characteristics of the various student populations."

Library resources must be available to students off campus. Elements of library support for distance education include courier and electronic document delivery, electronic journals, full-text databases, reference assistance and instruction, network access, reciprocal borrowing and interlibrary loan services, cooperative arrangements with other libraries for collection access, cooperative development of databases, and strategies that emphasize access as well as ownership of resources.

5.4 Electronically Delivered Programs

Degree, certification, and credential programs that are to be delivered primarily via electronic technology shall be evaluated through the normal processes of curricular and program review. Such programs may include existing programs at Cal Poly which could be transmitted off campus. Alternatively, programs not available here could be provided by another institution. All such programs should be evaluated under existing review criteria. In particular, WASC accreditation guidelines and Title 5 regulations must be followed.

5.5 Resources

Preparation and delivery of electronic courses are resource-intensive activities. Required equipment resources may include the following:

- sufficiently powerful computers and peripheral equipment, fully accessible to faculty and students
- adequate communications infrastructure
- properly equipped and designed electronic lecture and laboratory facilities.

In addition to equipment resources, faculty who develop EIT courses should have available the following personnel resources:

- technical assistance, from trained EIT specialists and local faculty experts
- release time, to offset the large amount of preparation time typically required for development and delivery of EIT courses
- staff and student assistance to manage and maintain the wide range of required equipment

The committee found that there are EIT resources available on the Cal Poly campus. Unfortunately, there is little coordination among those who use these resources, and there is an inequity in the distribution of the resources among different units on campus. If the

campus intends to pursue the use of EIT in a coordinated fashion, a visible and focused effort must be undertaken to organize resources, and make them available to interested faculty.

6. Conclusions

Further study of EIT on the Cal Poly campus could be carried out by the Instruction Committee, if the Senate deems such study necessary. We suggest that any future study conducted by or on behalf of the Senate be pursued in coordination with the IACC and the Instructional Technology Development group of Instructional Technology Services.

Bibliography

Copies of all documents and articles cited below are available at the office of the Academic Senate.

University Documents and Reports

- [1] Academic Senate of the California State University. Resolution AS-2204-94, "Establishment of a Task Force on the Use of Technology for Teaching and Learning", 10-11 March 1994.
- [2] California Polytechnic State University, San Luis Obispo. Academic Senate Resolution AS-429-94/EX, "Resolution on the Review of Existing and Proposed Lecture Courses Offered Through All Distance Learning Modes as New Courses".
- [3] California State University Sacramento. Academic Senate Report, "Policies and Standards for Distance Education", 28 October 1993.
- [4] California State University School of Library and Information Science. "A Plan for Statewide Technology-Mediated Distance Education", 27 August 1993.
- [5] Western Association of Schools and Colleges. *Guidelines for Accreditation*, Section 4.E, Special Programs and Courses for Credit.

Journal Articles and Relevant Publications

- [6] Ball, Jennie and Bob Crook. "Texas Facility Serves as a Hub for Distance Learning". *T.H.E. Journal*, December 1994, pp. 64-68.
- [7] Bell, Philip and Judith Stern. "NII in Education: Access Isn't Enough", *CPSR Newsletter*, Spring 1994, p. 4.
- [8] "Cal Poly: Actual or Virtual University Campus?", *Columns: IBM's Newsletter for Higher Education*, Fall 1994, pp. 1, 5.
- [9] "The College of Tomorrow", *U.S. News and World Report 1993 College Guide*, pp. 22-23.
- [10] DeLoughry, Thomas J. "Pushing the Envelope: California State U. seeks to use technology to improve teaching and serve more students", *Chronicle of Higher Education*, 19 October 1994, pp. A36, A38.
- [11] Feasley, Charles E. "Is Distance Education Right for You?", *The Electronic University: A Guide to Distance Learning Programs*, (Princeton, 1993), pp. vii-x.

- [12] Guskin, Alan E. "Reducing Student Costs and Enhancing Student Learning. Part II: Restructuring the Role of Faculty". *Change*, September/October 1994, pp. 17-25.
- [13] Jackson, Beth. "Statewide Distance Education Using Multimedia", *Special Libraries Association/Southern California Chapter Newsletter*, October 1994, P. 7.
- [14] Jacobson, Robert L. "Extending the Reach of 'Virtual' Classrooms". *Chronicle of Higher Education*, 6 July 1994, pp. A19-A22..
- [15] Tonnesen, Cynthia, et. al. "Collaborative Learning in the Virtual Classroom: Closing the Gap in Distance Education". *Journal of Computing in Higher Education*, forthcoming, pp. 1-15.

State of California

Memorandum

CAL POLY
SAN LUIS OBISPO
CA 93407

To : Department Chairs/Heads

Date : 20 October 1994

File No.:

Copies :

From : Nancy Clark
Chair, Academic Senate Curriculum Committee

Subject: Distance Learning and Multimedia Instruction

This year, the Academic Senate Executive Committee has asked the Curriculum Committee to prepare a policy report on the impact of Distance Learning and Multimedia Instruction on the curriculum. We are aware that many faculty have participated in these forms of instruction and we are anxious to solicit information, opinions and suggestions before preparing our report.

I would appreciate it if you could contact members of your faculty you feel would be interested in sharing their views and experiences with us. We would welcome those faculty who would like to join us at our regular meeting, every Thursday morning at 8 am, or alternatively we would be glad to accept written contributions.

Please tell interested faculty to contact me at x2543 or at nlclark@oboe. Thank you.